

### OVERVIEW

HUDSON

JERSEY CITY

GRADE SPAN PK-05

JOTHAM W. WAKEMAN SCHOOL

100 ST PAULS AVE

JERSEY CITY, NEW JERSEY 07306-2208

This school's academic performance **lags in comparison** to schools across the state. Additionally, its academic performance **is very high when compared** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **is about average when compared** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is very high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	81	33	70%
College and Career Readiness	48	22	0%
Student Growth	97	73	100%

### Improvement Status

Focus

Rationale

Highest Within-School Gaps

**Very High Performance** is defined as being equal to or above the 80th percentile.

**High Performance** is defined as being between the 60th and 79.9th percentiles.

**Average Performance** is defined as being between the 40th and 59.9th percentiles.

**Lagging Performance** is defined as being between the 20th and 39.9th percentiles.

**Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

**Peer Schools** are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

### Academic Achievement

This school outperforms **33%** of schools statewide as noted by its statewide percentile and **81%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **70%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

### College and Career Readiness

This school outperforms **22%** of schools statewide as noted by its statewide percentile and **48%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

### Student Growth

This school outperforms **73%** of schools statewide as noted by its statewide percentile and **97%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

### DEMOGRAPHIC INFORMATION

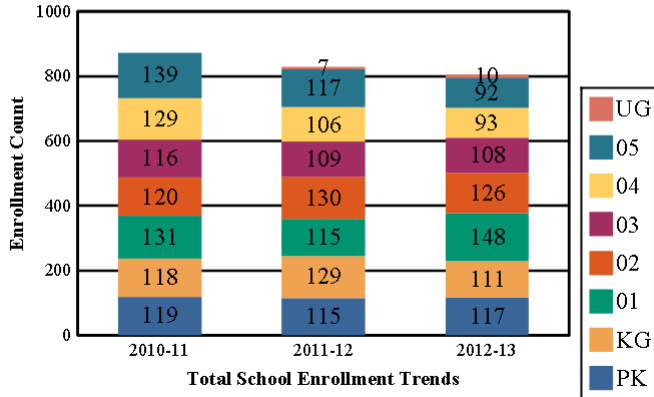
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#### Enrollment by Grade, in Full Time Equivalent

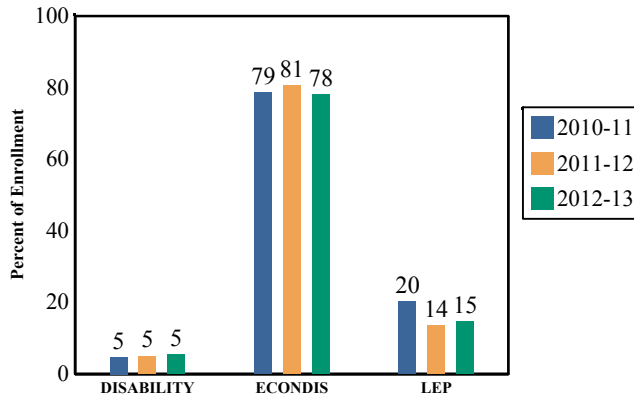
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment in Full Time Equivalent	
2011-12	828
2012-13	805

#### Enrollment Trends by Program Participation



#### Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	44	5%
Economically Disadvantaged Students	629	78%
Limited English Proficient Students	118	15%

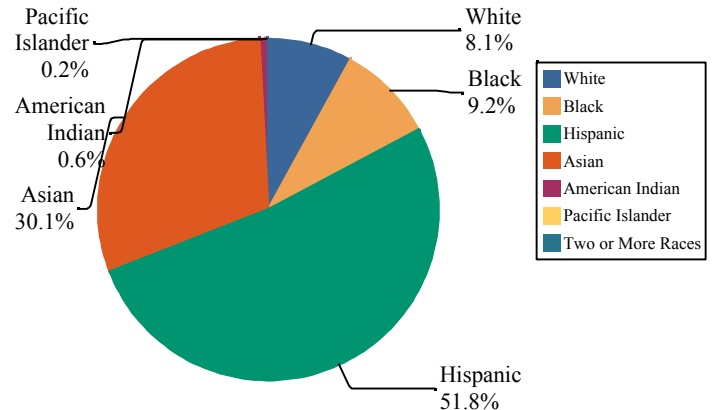
#### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2012-13	Percent
English	48.5%
Spanish	29.2%
Uncoded languages	7.2%
Gujarati	4.2%
Arabic	3.1%
Tagalog	2.2%
Other	5.6%

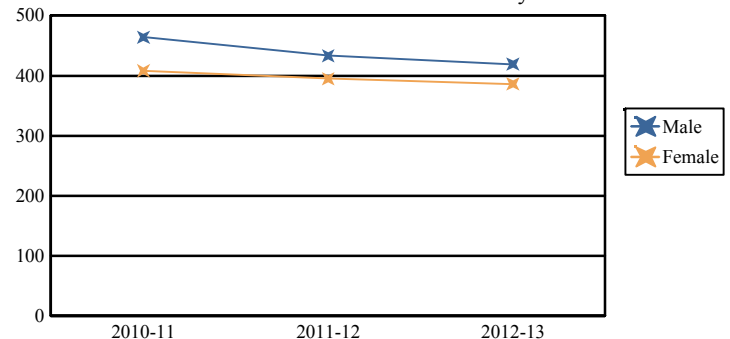
#### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



#### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2010-11	464	408
2011-12	433	395
2012-13	419	386

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	53%	71	22	40%
NJASK Math Proficiency and above	83%	91	43	100%
<b>SUMMARY - Academic Achievement</b>		<b>81</b>	<b>33</b>	<b>70%</b>

### NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

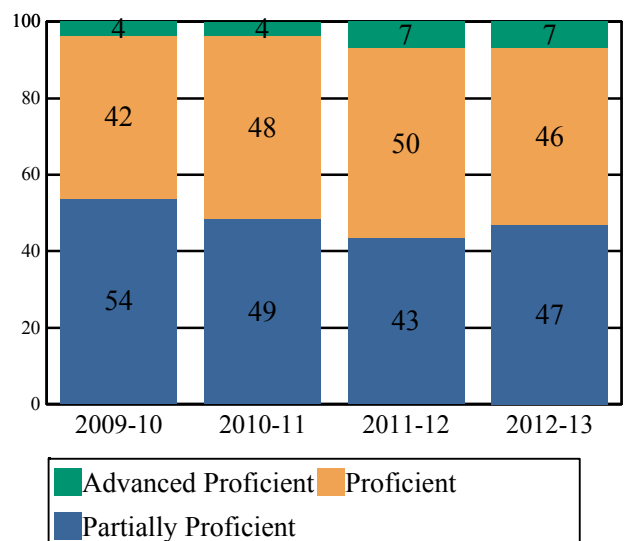
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	271	53.1	59.7	NO
White	39	43.6	61.5	NO
Black	-	-	-	--
Hispanic	129	47.3	55.5	YES*
American Indian	-	-	-	--
Asian	77	67.5	73	YES*
Two or More Races	-	-	-	--
Students with Disability	-	-	-	--
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	221	47.9	56.8	NO

**YES\* = Met Progress Target(Confidence Interval Applied)**

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

### Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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#### NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

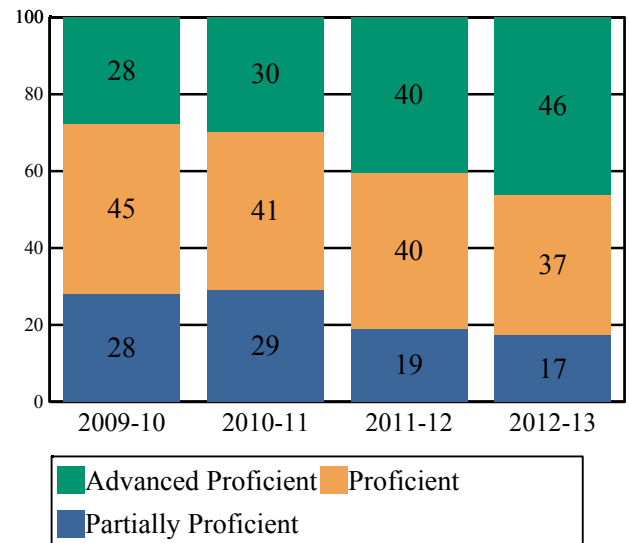
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	271	82.6	75.8	YES
White	39	79.5	76.4	YES
Black	-	-		--
Hispanic	129	80.6	71.6	YES
American Indian	-	-		--
Asian	77	92.2	87.8	YES
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	221	81	75.9	YES

**YES\* = Met Progress Target(Confidence Interval Applied)**

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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#### NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	1%	58%	41%
White	0%	40%	60%
Black	-	-	-
Hispanic	0%	55%	45%
American Indian	-	-	-
Asian	4%	70%	26%
Two or More Races	-	-	-
Students with Disability	0%	17%	83%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	54%	46%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - Language Arts Literacy Grade Level - 04

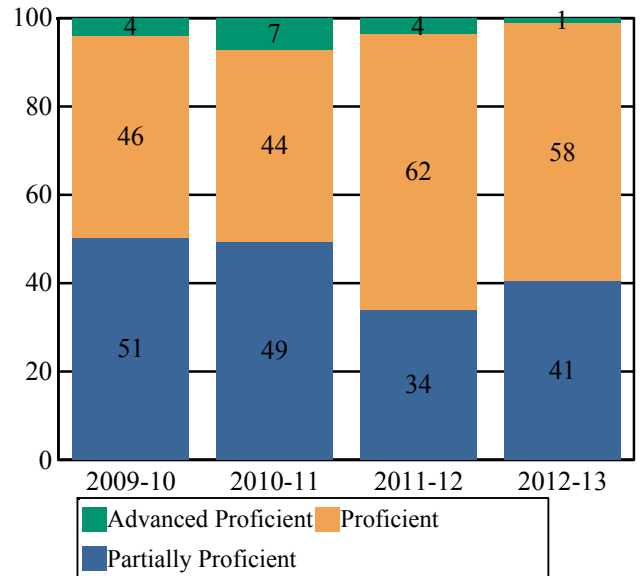
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	8%	44%	48%
White	0%	46%	54%
Black	-	-	-
Hispanic	0%	46%	54%
American Indian	-	-	-
Asian	17%	47%	37%
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	44%	51%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

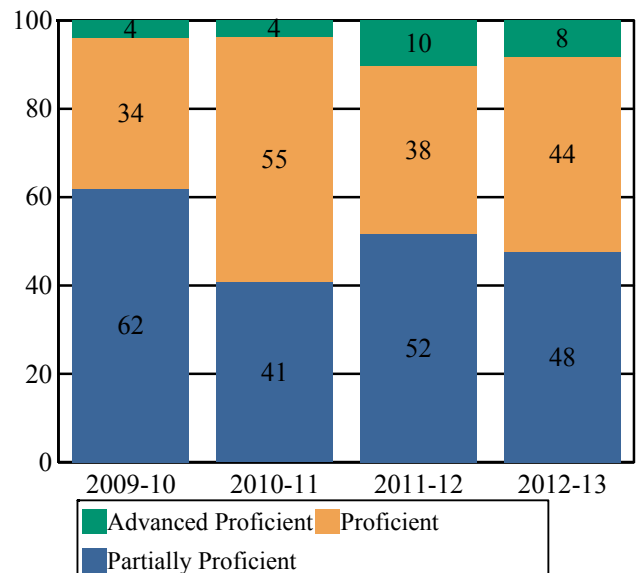
#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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#### NJASK Results - Language Arts Literacy Grade Level - 05

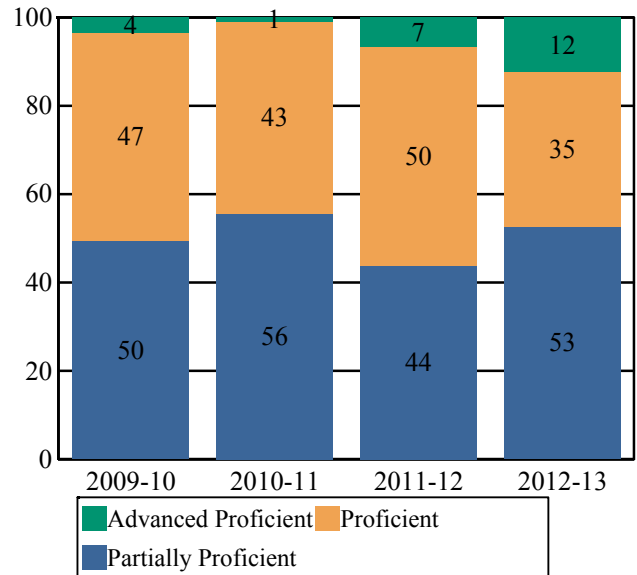
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	12%	35%	53%
White	18%	27%	55%
Black	15%	23%	62%
Hispanic	5%	34%	61%
American Indian	-	-	-
Asian	21%	46%	33%
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	37%	59%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

##### Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

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##### Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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#### NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	43%	32%	25%
White	40%	40%	20%
Black	-	-	-
Hispanic	33%	39%	29%
American Indian	-	-	-
Asian	74%	13%	13%
Two or More Races	-	-	-
Students with Disability	8%	8%	83%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	36%	35%	29%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Results - MATH Grade Level - 04

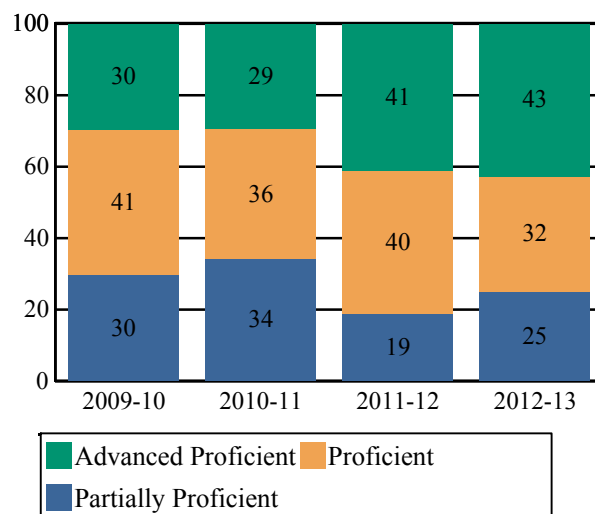
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	49%	37%	14%
White	62%	15%	23%
Black	-	-	-
Hispanic	33%	56%	10%
American Indian	-	-	-
Asian	63%	27%	10%
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	44%	41%	15%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

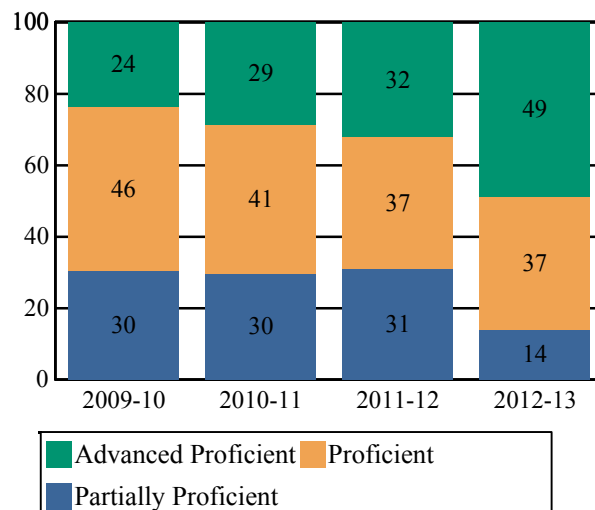
#### NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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#### NJASK Results - MATH Grade Level - 05

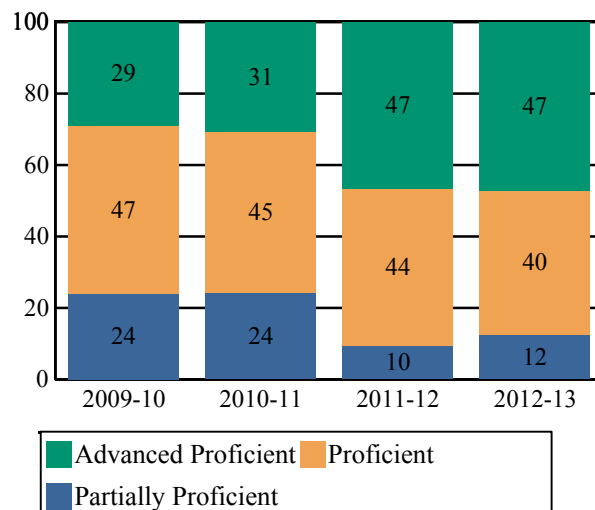
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	47%	40%	12%
White	45%	36%	18%
Black	38%	46%	15%
Hispanic	37%	46%	17%
American Indian	-	-	-
Asian	71%	29%	0%
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	42%	45%	12%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



#### 2013 National Assessment Educational Progress (NAEP)

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##### Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

#### 2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

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##### Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9



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#### NJASK Results - Science Grade Level - 04

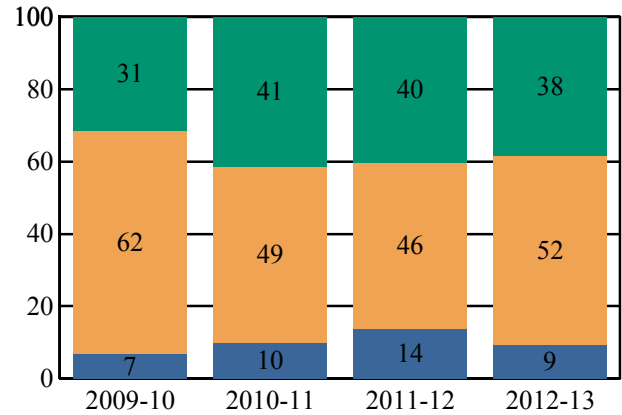
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	38%	52%	9%
White	38%	46%	15%
Black	-	-	-
Hispanic	23%	69%	8%
American Indian	-	-	-
Asian	57%	33%	10%
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	32%	59%	9%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

#### NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

### COLLEGE AND CAREER READINESS

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

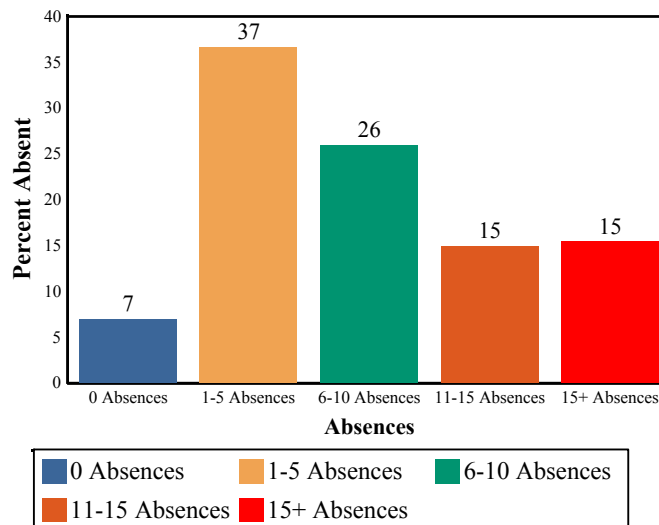
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	11%	48	22	6%	NO
Summary					0%

**Chronic Absenteeism** - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	51	93	52	35	YES
Student Growth on Math	68	100	93	35	YES
		97	73		100%

### Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

#### Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	22%	19%	8%
Proficient	8%	15%	18%
Advanced Proficient	1%	2%	7%

#### Math

	GROWTH		
	Low	Typical	High
Partially Proficient	6%	4%	2%
Proficient	7%	14%	20%
Advanced Proficient	5%	12%	30%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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100 ST PAULS AVE  
JERSEY CITY, NEW JERSEY 07306-2208

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

#### Grade Level - 03

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	243	300
75th	218	221
50th	201	204
25th	188	191
0th	147	100

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap

30

30

#### Grade Level - 04

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	279	300
75th	222	225
50th	200	206
25th	186	183
0th	135	100

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap

36

42

#### Grade Level - 03

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	259	264
50th	235	235
25th	188	201
0th	118	100

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap

71

63

#### Grade Level - 04

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	265	260
50th	243	229
25th	211	201
0th	115	100

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap

54

59

### WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON  
JERSEY CITY

GRADE SPAN PK-05

JOTHAM W. WAKEMAN SCHOOL

100 ST PAULS AVE

JERSEY CITY, NEW JERSEY 07306-2208

#### Grade Level - 05

##### NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	268	300
75th	214	224
50th	193	205
25th	178	187
0th	131	100

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	36	37
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#### Grade Level - 05

##### NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	274	268
50th	241	237
25th	215	205
0th	126	100

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	59	63
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### SCHOOL CLIMATE

HUDSON  
JERSEY CITY

GRADE SPAN PK-05

JOTHAM W. WAKEMAN SCHOOL  
100 ST PAULS AVE  
JERSEY CITY, NEW JERSEY 07306-2208

#### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2012-13	6 Hrs. 15 Mins.

#### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2012-13	2.5%

#### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2012-13	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

#### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2012-13	0

#### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2012-13	School
Faculty	11
Administrators	805

**SCHOOL PEER GROUP****Jotham W. Wakeman School****17-2390-370**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	PLEASANTVILLE CITY	SOUTH MAIN STREET ELEMENTARY SCHOOL	01-4180-095 KG-05	89.3%	6.0%	11.6%	
BERGEN	FAIRVIEW BORO	NUMBER THREE SCHOOL	03-1470-080 KG-03	87.0%	11.3%	13.2%	
BERGEN	HACKENSACK CITY	JACKSON AVENUE	03-1860-120 PK-04	85.5%	12.7%	10.3%	
CHARTERS	EAST ORANGE COMMUNITY CS	EAST ORANGE COMMUNITY CHARTER SCHOOL	80-6410-920 KG-04	87.3%	0.0%	5.8%	
CHARTERS	ENVIRONMENT COMMUNITY CS	ENVIRONMENT COMMUNITY OPPORTUNITY (ECO) CHARTER SCHOOL	80-6232-920 KG-05	93.5%	0.0%	13.5%	
CHARTERS	MERIT PREP CS OF NEWARK	MERIT PREPARATORY CHARTER SCHOOL OF NEWARK	80-6091-974 06	84.0%	0.0%	2.5%	
CHARTERS	NEWARK LEGACY CS	NEWARK LEGACY CHARTER SCHOOL	80-6037-922 KG-03	88.8%	0.0%	9.5%	
CHARTERS	PASSAIC ARTS AND SCIENCE CS	PASSAIC ARTS AND SCIENCE CHARTER SCHOOL	80-6080-966 KG-06	81.9%	3.4%	5.5%	
CHARTERS	UNIVERSITY HEIGHTS CS	UNIVERSITY HEIGHTS CHARTER SCHOOL	80-8065-980 KG-06	85.1%	2.4%	6.0%	
CUMBERLANI	MILLVILLE CITY	R. D. WOOD ELEMENTARY SCHOOL	11-3230-090 KG-05	93.8%	0.0%	16.0%	
CUMBERLANI	VINELAND CITY	DANE BARSE ELEMENTARY SCHOOL	11-5390-095 KG-05	80.0%	10.3%	6.8%	
ESSEX	CITY OF ORANGE TWP	OAKWOOD AVENUE ELEMENTARY SCHOOL	13-3880-110 PK-07	89.9%	2.5%	17.3%	
ESSEX	EAST ORANGE	CICELY L. TYSON COMMUNITY ELEMENTARY SCHOOL	13-1210-140 PK-05	90.3%	0.6%	8.1%	
ESSEX	EAST ORANGE	ECOLE TOUSSAINT LOUVERTURE	13-1210-120 PK-05	89.2%	0.3%	13.4%	
ESSEX	EAST ORANGE	EDWARD T. BOWSER SR. SCHOOL OF EXCELLENCE	13-1210-050 PK-05	83.5%	6.9%	8.9%	
ESSEX	EAST ORANGE	GORDON PARKS ACADEMY	13-1210-130 PK-05	89.2%	0.3%	12.3%	
ESSEX	NEWARK CITY	HARRIET TUBMAN ELEMENTARY SCHOOL	13-3570-455 PK-06	85.8%	0.3%	8.4%	
HUDSON	HARRISON TOWN	LINCOLN ELEMENTARY SCHOOL	17-2060-060 PK-03	77.4%	18.1%	10.0%	
HUDSON	JERSEY CITY	CHARLES E. TREFURT SCHOOL	17-2390-120 PK-05	82.5%	16.6%	9.7%	
HUDSON	JERSEY CITY	GLADYS NUNERY SCHOOL	17-2390-260 PK-05	88.3%	1.7%	6.3%	
HUDSON	JERSEY CITY	JOTHAM W. WAKEMAN SCHOOL	17-2390-370 PK-05	78.1%	14.7%	5.0%	
HUDSON	WEST NEW YORK TOWN	HARRY L BAIN	17-5670-100 PK-06	86.2%	3.4%	11.8%	
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER FOUR	17-5670-080 PK-06	83.2%	3.2%	6.7%	
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER ONE	17-5670-060 PK-06	85.5%	5.0%	12.4%	
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER THREE	17-5670-070 PK-06	86.8%	3.2%	12.5%	
MIDDLESEX	CARTERET BORO	NATHAN HALE ELEMENTARY SCHOOL	23-0750-060 PK-05	74.5%	23.6%	5.7%	
MIDDLESEX	PERTH AMBOY CITY	ANTHONY V. CERES ELEMENTARY SCHOOL	23-4090-070 KG-04	72.6%	19.9%	3.7%	
MIDDLESEX	PERTH AMBOY CITY	HERBERT N. RICHARDSON 21ST CENTURY SCHOOL	23-4090-130 KG-04	70.9%	29.9%	7.6%	
PASSAIC	PASSAIC CITY	ETTA GERO SCHOOL # 9	31-3970-125 04-06	82.3%	30.0%	20.6%	
PASSAIC	PATERSON CITY	SCHOOL 19	31-4010-230 PK-04	81.6%	11.0%	4.4%	
SOMERSET	FRANKLIN TWP	PINE GROVE MANOR SCHOOL	35-1610-140 PK-04	74.5%	29.8%	9.2%	